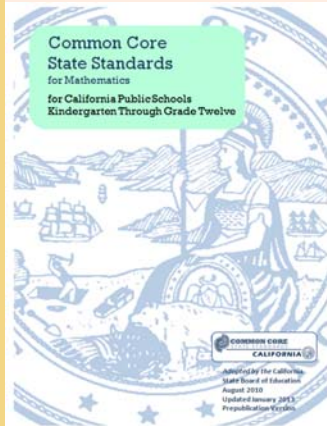




**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# 2014 Mathematics Primary Adoption



## Reviewer Training Day 3 June 20, 2013

Prepared by the Curriculum Frameworks and  
Instructional Resources Division  
California Department of Education

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### WORK PLAN FOR INSTRUCTIONAL MATERIALS REVIEWERS/CONTENT REVIEW EXPERTS 2014 MATHEMATICS ADOPTION

June 18-21, 2013	July 5, 2013	July 5–September 9, 2013	July 5–September 9, 2013	September 10-14, 2013
STEP 1 Training	STEP 2 Program Materials Arrive	INDEPENDENT REVIEW		STEP 4 Deliberations Report of Findings
		STEP 3A Education Content Review	STEP 3B Social Content Review	
Provide reviewers with the information needed to thoroughly and effectively evaluate the programs submitted by the publishers.	Program Materials assigned to each panel are delivered and inventoried by reviewers.	Each reviewer will conduct an independent review of the program materials using the State Board-approved Evaluation Criteria and the Standards and Criteria Maps provided by publishers.	Concurrent with education content review, reviewers conduct a review for social content, evaluating materials for compliance with the <i>Standards for Evaluating Instructional Materials for Social Content</i> .	Panels reconvene to discuss and come to consensus on whether each program should or should not be recommended for adoption. This recommendation is reflected in the panel's <i>Report of Findings</i> .
<b>Step 1: Training Agenda</b> <ul style="list-style-type: none"> <li>• Day 1 Step 2: Program Materials Arrive Step 3A: Education Content Review: Overview of Criteria Step 4: Deliberations - Overview</li> <li>• Day 2 Step 3A: Education Content Review - Categories 1, 2, 3, 5, 6 Step 4: Deliberations - Categories 1, 2, 5, 6</li> <li>• Day 3 Step 4: Deliberations - Category 3 Step 3A: Education Content Review - Category 4 Step 3B: Social Content Review</li> <li>• Day 4 Publisher Presentations</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Evaluation Criteria</li> <li>• Practice Pieces</li> <li>• Standards and Criteria Maps</li> <li>• Sample Report Template</li> <li>• Training Binder</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Unpack and inventory contents using enclosed submission list.</li> <li>• Call CDE within 10 days if any items on submission list are missing.</li> <li>• Contact publisher Technology Support Contact if you have problems accessing technology-based components.</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Submission list of program components</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Set a schedule, pace your review</li> <li>• Use Standards Maps to determine if the program is aligned with the standards               <ul style="list-style-type: none"> <li>◦ Note where the standards are not covered</li> </ul> </li> <li>• Use Criteria Maps guide to:               <ul style="list-style-type: none"> <li>◦ Note where evaluation criteria have been met or not met</li> <li>◦ Record/verify citations that:                   <ul style="list-style-type: none"> <li>• Are exemplary but not exhaustive</li> <li>• Come from various grade levels and different but appropriate components</li> </ul> </li> <li>◦ Record edits/corrections</li> <li>◦ Note potential questions for publishers</li> </ul> </li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Evaluation Criteria</li> <li>• From Publisher:               <ul style="list-style-type: none"> <li>◦ Program Description</li> <li>◦ Standards Maps</li> <li>◦ Criteria Maps</li> </ul> </li> <li>• Submitted Instructional Materials</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Review program for compliance with the <i>Standards for Evaluating Instructional Materials for Social Content</i>.</li> <li>• If not in compliance, fill out a Social Content Citation Form for each citation.</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• <i>Standards for Evaluating Instructional Materials for Social Content</i></li> <li>• Social Content Citation Forms</li> <li>• Public Comment Forms</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Set daily schedule (start, break, end times)</li> <li>• Initial tally of panel for each program</li> <li>• Develop publisher questions</li> <li>• In-depth discussion of program(s)</li> <li>• Publisher response to questions</li> <li>• Take public comment twice a day</li> <li>• Come to consensus</li> <li>• Write <i>Report of Findings</i> (include citations and edits and corrections)</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Evaluation Criteria</li> <li>• Standards and Criteria Maps, Reviewer Notes</li> <li>• <i>Report of Findings</i> Template</li> <li>• Program Sign-Off Sheet</li> </ul>



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## Overview of Training Day 3

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### **Morning Session**

- Practice Deliberations – Category 3 (using Practice Lesson, Standards Map, and Evaluation Criteria Map).
- Education Content Review – Overview of Criteria Category 4

### **Afternoon Session**

- Social Content Review
- Review of Process
- Instructions for Publisher Presentations

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## Step 4: Deliberations

### Category 3: Assessment

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### **Practice Steps of Deliberations**

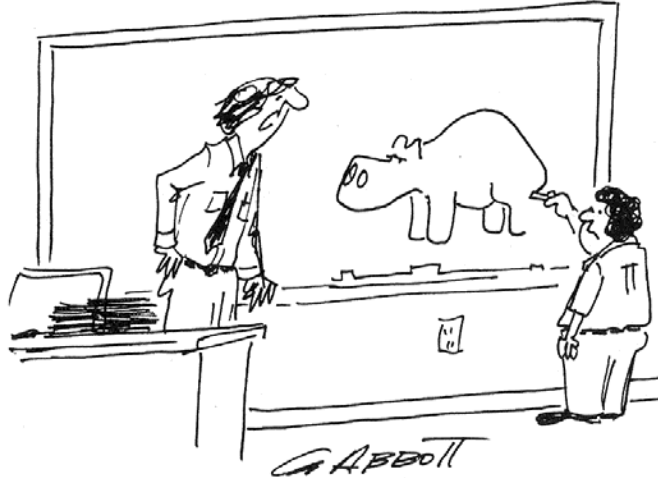
- Panel Discussion (Practice Piece, Criteria Map)
- Develop Publisher Questions
- Reach Consensus
- Write-up the “Statement” for Category 3 with Citations (Report of Findings)
- Panels Report Out

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## Break



*"You were supposed to find the hypotenuse."*



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## Step 3A: Education Content Review Category 4: Universal Access

### Activity

1. Silently read criteria under Category 4: Universal Access.
2. Highlight some important features of each criteria.
3. As a panel, come to consensus on these important features.
4. Appoint a spokesperson to report out.



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## Criteria Category 4

### *Universal Access*

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Students with special needs must be provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials should provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.

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## Criteria Category 4

### *Universal Access*

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1. Ways to adapt curriculum to meet students' special needs (including students below grade level in mathematics).
2. Strategies for English Learners, consistent with the new ELD standards (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>)
3. Strategies for students with disabilities.
4. Alternatives for advanced students.

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## Criteria Category 4

### *Universal Access*

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5. Materials should help students understand and use appropriate academic language and participate in discussions about mathematical concepts and reasoning.
6. Materials help English learners access challenging mathematics, learn content, and develop grade-level language.

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## Criteria Category 4

### *Universal Access*

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7. Materials are consistent with the strategies found in Response to Intervention and Instruction (<http://www.cde.ca.gov/ci/cr/ri/>).
8. The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.

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## Step 3A: Education Content Review Category 4: Universal Access

### Activity

1. Panel discussion of criteria in Category 4.
2. Discuss areas in the practice piece where universal access strategies are included.
3. As a panel, develop examples of universal access strategies for the practice lesson that could help meet the criteria in Category 4.
4. Strategies should help the teacher teach the content successfully to all students. Try to come up with at least one example for each of the groups mentioned in the category overview.
5. Report out by a few panels.

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### REVIEW PANEL ADVISORY RECOMMENDATION 2014 MATHEMATICS PRIMARY ADOPTION

**Publisher:** ABC Publishing  
**Title of Program:** ABC Mathematics  
**Grade Level:** K-6

#### Program Summary

ABC Mathematics includes a student edition (SE), teacher edition (TE), manipulative kits (MK), workbooks (WK), transparencies (TR), blackline masters (BM) and assessments (AS).

#### Recommendation

This program is recommended for adoption because it is aligned with the Common Core State Standards for Mathematics and meets the rest of the evaluation criteria adopted by the State Board of Education for this adoption. Minor edits and corrections required as a condition for adoption are listed under the "Edits and Corrections" section of the report below.

#### **Criteria Category 1: Mathematics Content/Alignment with Standards**

- Statement
- Citations

#### **Criteria Category 2: Program Organization**

- Statement
- Citations

#### **Criteria Category 3: Assessment**

- Statement
- Citations

#### **Criteria Category 4: Universal Access**

- Statement
- Citations

#### **Criteria Category 5: Instructional Planning**

- Statement
- Citations

#### **Criteria Category 6: Teacher Support**

- Statement
- Citations

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## Step 4: Deliberations

### REVIEW PANEL ADVISORY RECOMMENDATION 2014 MATHEMATICS PRIMARY ADOPTION

**Publisher:** ABC Publishing  
**Title of Program:** *ABC Mathematics*  
**Grade Level:** K-6

#### Program Summary

*ABC Mathematics* includes a student edition (SE), teacher edition (TE), manipulative kits (MK), workbooks (WK), transparencies (TR), blackline masters (BM) and assessments (AS).

#### Recommendation

This program is recommended for adoption...

This program is recommended for adoption  
with minor edits and corrections...

This program is recommended for adoption for  
grades...

This program is not recommended for  
adoption...

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## Step 4: Deliberations

### Report of Findings – Recommendation

#### Activity

1. Review your findings for each Criterion Category.
2. Check whether the program meets Criteria Category 1 in full (Mathematics Content/Alignment with Standards) and has strengths in the other categories
3. Facilitator will ask the panel for their overall recommendation for whether the program should be recommended for adoption.
4. As a panel, come to consensus on your recommendation.
5. Write out recommendation.
6. Report out.

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## Step 4: Deliberations Report of Findings

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- You should now have a (nearly) complete *Report of Findings* based on a simulated deliberations process.
- Do you have any questions about the report-writing process, before we go forward?

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## Lunch

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Paul Harvey: "If there is a 50-50 chance that something can go wrong, then 9 times out of ten it will."



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## Step 3: Independent Review Social Content

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The materials must conform to the  
*Standards for Evaluating Instructional  
Materials for Social Content, 2000  
Edition*, as adopted by the SBE.

The Social Content review takes place  
concurrently with the review of materials  
submitted by publishers for educational  
content.

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## Step 3: Independent Review Social Content

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- Many social content issues can be corrected by publishers
- Reviewers will note citations for social content issues during the course of their review
- A program that has pervasive issues with regards to social content should not be recommended for adoption

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## Social Content Overview

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- Students are often swayed by what they see, hear, and read.
- The State Legislature and State Board of Education have recognized the effect of instructional resources on developing student attitudes and beliefs.

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## Social Content Purpose

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- Dispel erroneous stereotypes
- Represent the cultural and racial diversity of our society
- Recognize the contributions of ethnic groups, the disabled, the elderly, and both males and females
- Portray all groups in a positive manner
- Eliminate inappropriate references to commercial brand names, products, and corporate or company logos

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## Social Content The Document

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- The standards and categories that are reviewed for social content are listed in the State Board approved document entitled *Standards for Evaluating Instructional Materials for Social Content*.
- This document is in your binder.

Also available on the CDE Web site at:

<http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent.pdf>

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## Social Content Categories

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- Male and Female Roles
- Ethnic and Cultural Groups
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment

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## Social Content Categories

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- Dangerous Substances
- Thrift, Fire Prevention, and Humane Treatment of Animals and People
- Declaration of Independence and Constitution of the United States
- Brand Names and Corporate Logos
- Diet and Exercise
- Sexual Orientation and Gender Identity (Added by Senate Bill 48 in 2011)

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## Social Content Definition of Terms

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Three definitions are critical in the review of instructional materials because they account for the most citations.

### Adverse reflection:

Any description, depiction, label, or rejoinder that tends to demean, stereotype, or patronize those groups listed in the standards (i.e., male/female, ethnic and cultural groups, disabled persons, older persons and the aging process, entrepreneur and labor, and religion).

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## Social Content Definition of Terms

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### Equal portrayal:

Instructional materials containing references to, or illustrations of, people must refer to both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose.

### Proportion of portrayals:

Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those referenced in the statute (Section 60040[b]).



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## Social Content Definition of Terms

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### Achievements:

When the developments in history, current events, or achievements in art, science, or any other field is presented, the contributions of men and women, minority persons, and the disabled must be included when it is appropriate and historically accurate to do so.



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## Social Content

### Male/Female Roles

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- Depictions, descriptions, or labels of male and female roles must not demean, patronize or stereotype
- Present equal illustrations, both in number and importance, of male/female figures
- Present equal portrayal in occupations and range of careers
- Represent equal presentation of male/female contributions and achievements
- Present equal presentation in mentally and physically active, creative, problem-solving roles and success/failure in those roles
- Present balanced random portrayal of emotions in males/females
- Show equal portrayal of both sexes in nurturing roles with family
- Use gender neutral language

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## Social Content

### Brand Names & Corporate Logos - Standards

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1. Omit illustrations of commercial brand names, products, or corporate or company logos, unless necessary to the educational purpose or incidental to a scene of general nature
2. No prominent usage of any one brand or company

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## Social Content

### Brand Names & Corporate Logos - Example

#### MIXED WORD PROBLEMS

Circle the code words. Write ADD, SUBTRACT, MULTIPLY, OR DIVIDE on the line. Work the problem. (Show your work!)

- There were 13 brown puppies and 7 white puppies at the pet shop. How many puppies at the pet shop?
- 63 gallons of water in the tub minus 36 gallons down the drain. How many gallons of water now?
- A hamburger costs \$1.89 at Speedy's Grill. A chicken sandwich costs \$2.49. How much more for the chicken?
- There were 54 Barbie book covers for the 9 girls in Mrs. Loy's class. How many book covers could each girl get?

What is the difference?

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## Social Content

### Brand Names & Corporate Logos - Example




These teams were Boston, Chicago, Cleveland, Detroit, Philadelphia, Seattle, L.A. Lakers, and Portland.

- Which playoff team had the best record? the worst record? San Antonio had the best record and Boston had the worst record of the playoff teams.
- How many teams made the playoffs? Count the number of w's on the line plot. Sixteen teams made the playoffs.

The data in the application at the beginning of the lesson was the result of an actual survey. The data in the example was collected by checking NBA records. Data can be collected by taking actual measurements, by conducting surveys or polls, by using questionnaires, by simulation, or by consulting reference materials.

It is important that you know how the data were obtained. For example, would you want to draw conclusions about changing the name of your school mascot based on a result of a survey of seniors only? Why or why not?

Necessary ?



### Modeling Mathematics

#### Line Plots

**Materials:** small packages of plain M&M's®

In 1994 and 1995, the Mars Company conducted surveys to determine whether a new color should be added to M&M's®. The choices were blue, pink, purple, or brown them as they are. The color blue was chosen.

**Your Turn**

- Open a package of M&M's. Separate the candies by color. Find the total number of each color.
- Make a line plot to show the number of each color. Use b for brown, r for red, y for yellow, o for orange, g for green, and bl for blue.
- Do the colors cluster around any number?
- Make a class line plot of your data. Are the data in the class line plot different or the same as yours? Explain.
- Make a class line plot showing the total number of M&M's in each of your packages. Do the packages have the same number in them?

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## Social Content

### Brand Names & Corporate Logos – Exemptions

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#### Copyright Protection – Examples:

- A publisher may have the corporate name or logo on the front of the book and on a page that provides copyright information
- A publisher may use a corporate name to refer the reader to another document for further information

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## Statutory Changes (Senate Bill 48)

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In 2011, the Legislature inserted changes into the sections of the *Education Code* that deal with social content.

- Two major changes:

#### **Education Code Section 51501:**

The state board and any governing board shall not adopt any textbooks or other instructional materials for use in the public schools that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, **sexual orientation, or because of a characteristic listed in Section 220.**

- Very similar language added to *EC* Section 60044

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## Statutory Changes (Senate Bill 48)

### **Education Code Section 60040:**

When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

b. The role and contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, **Pacific Islanders**, European Americans, **lesbian, gay, bisexual, and transgender Americans**, **persons with disabilities**, and members of other ethnic and cultural groups to the total development of California and the United States.

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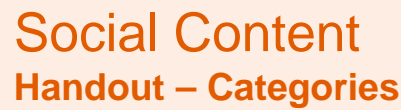
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## Statutory Changes (Senate Bill 48)

What does that mean for this adoption?

- **Adverse reflection** of individuals based on sexual orientation or gender identity is not permitted
- **Contributions** of individuals of diverse sexual orientation or gender identity to the development of California and the United States should be included when appropriate

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[illegible]

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**K. Brand Names and Corporate Logos—E.C. 60048 and 60200, State Board of Education “Guidelines,” January 13, 2000**

1. **Use of any such depictions.** Instructional materials shall not contain illustrations of any identifiable commercial brand names, products, or corporate or company logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature (example: Times Square, New York City).
2. **Prominent use of any one depiction.** These exceptions aside, if a brand name, representation, or company logo is illustrated, prominence shall not be given to any one brand or company unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration (example: a Coca Cola sign in a foreign country, demonstrating the social influence of American corporations abroad).

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## Social Content Citation Form

1  
2  
3  
4  
5  
6

California Department of Education Social Content - Citation Form			
7/28/13	2014 Mathematics Adoption	1	
Date	Adoption/Review	Panel Number	Citation Number
Hypothetical Publishing, Inc.			
<b>Publisher</b>			
HPI Common Core Mathematics		4	100, 160
<b>Title of Materials</b>		<b>Grade Level</b>	<b>Sequence Code #</b>
Student/Teacher Editions			
<b>Type of Material (i.e., textbook, teacher's edition, workbook, video, CD-ROM, etc.)</b>			
K-1 Brand Names and Corporate Logos			
<b>Standard(s) Cited from the Social Content Citation Review List</b>			
<b>Description of Citation (include page references):</b>			
Mixed Word Problems, p. 163, Question #8 – "There were 54 Barbie book covers..." Replace "Barbie" with "yellow" or another generic term.			



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## Social Content Activity

### Social Content Exercises 1-4

- Read the selections
- Discuss in panels
- Fill out the Social Content Citation Form
- Selected panels share out



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**California Department of Education  
Social Content - Citation Form**

7/29/2013	2014 Mathematics Adoption	1	
<b>Date</b>	<b>Adoption/Review</b>	<b>Panel Number</b>	<b>Citation Number</b>
Mathematics Publishing Company			
<b>Publisher</b>			
California Mathematics		8	1000, 1200
<b>Title of Materials</b>		<b>Grade Level</b>	<b>Sequence Code #</b>
SE/TE			
<b>Type of Material (i.e. textbook, teacher's edition, workbook, video, CD-ROM, etc.)</b>			
K-1 Brand Names and Corporate Logos			
<b>Standard(s) Cited from Legal Compliance Citation Review List</b>			
<b>Description of Citation (include page references):</b>			
p. 407 – the text mentions "Alka-Seltzer™" – replace "Alka-Seltzer™" with "effervescent antacid tablets."			
p. 460 – The text mentions "Tabasco®" – replace "Tabasco®" with "hot sauce."			



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**California Department of Education  
Social Content - Citation Form**

7/29/13	2014 Mathematics Adoption	1	
<b>Date</b>	<b>Adoption/Review</b>	<b>Panel Number</b>	<b>Citation Number</b>
ABC Publishing Company			
<b>Publisher</b>			
California ABC Textbook		6	100, 120
<b>Title of Materials</b>		<b>Grade Level</b>	<b>Sequence Code #</b>
SE/TE			
<b>Type of Material (i.e. textbook, teacher's edition, workbook, video, CD-ROM, etc.)</b>			
K-1 Brand Names and Corporate Logos			
<b>Standard(s) Cited from Legal Compliance Citation Review List</b>			
<b>Description of Citation (include page references):</b>			
p. 59 – "Nikon" brand name on camera.			
p. 70 – "Energizer" brand name on battery.			



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### California Department of Education Social Content - *Citation Form*

7/29/2013	2014 Mathematics Adoption	1	
<b>Date</b>	<b>Adoption/Review</b>	<b>Panel Number</b>	<b>Citation Number</b>
Mathematics Publishing Company			
<b>Publisher</b>			
California Good Health		1	200
<b>Title of Materials</b>		<b>Grade Level</b>	<b>Sequence Code #</b>
Activity Book			
<b>Type of Material (i.e. textbook, teacher's edition, workbook, video, CD-ROM, etc.)</b>			
A-3 Male and Female Roles			
<b>Standard(s) Cited from Legal Compliance Citation Review List</b>			
<b>Description of Citation (include page references):</b>			
pp. 11-57 – All of the varied illustrations of adults in professional roles show males only.			



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## Social Content Activity – Exercise 4

- No citation in this case.
  - L-2 Diet and Exercise
  - K-1 Brand Names



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## Social Content

### Citing Material for “Out-of-Compliance”

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#### Submitting Citation Forms:

- Reviewers should bring citations with them to the deliberations in September.
- Panels discuss citations and come to consensus as to whether they should be included in the panel report and submitted to publishers.

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## Social Content

### Publisher Options

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When materials are cited, the CDE then notifies the publisher. Once notified, the publisher has three options:

1. Revise the material to bring it into compliance
2. Appeal the citation to a Social Content Appeals Committee
3. Take no action. The material is classified as non-compliant and cannot be used in California public schools.

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## Social Content Final Resolution

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Instructional materials will be added to the CDE Social Content Database if they pass the social content review, even if they are not adopted.

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## Social Content Suggestions for Reviewers

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- Keep the yellow Social Content Standards sheet handy as you conduct your review; note down possible citations as you examine the materials.
- You may want to note depictions of groups that fall under "proportion of portrayals" categories, such as the disabled, while you are conducting your review. The absence of those groups can also often be identified by a quick scan of the materials, focusing on the illustrations. Remember that there are no minimum quotas for those portrayals.
- You are not required to make social content citations; if in doubt about something, prepare a citation and bring it to deliberations for discussion.

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## Social Content Questions

*Standards for Evaluating Instructional Materials for Social Content 2013*  
Edition adopted by the SBE on May 6, 2013 –  
<http://www.cde.ca.gov/be/ag/ag/yr13/agenda201305.asp> (Item 11). These revised standards do not apply to this adoption.

Questions regarding the social content review?

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### WORK PLAN FOR INSTRUCTIONAL MATERIALS REVIEWERS/CONTENT REVIEW EXPERTS 2014 MATHEMATICS ADOPTION

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		STEP 3A Education Content Review	STEP 3B Social Content Review	
Provide reviewers with the information needed to thoroughly and effectively evaluate the programs submitted by the publishers.	Program Materials assigned to each panel are delivered and inventoried by reviewers.	Each reviewer will conduct an independent review of the program materials using the State Board-approved Evaluation Criteria and the Standards and Criteria Maps provided by publishers.	Concurrent with education content review, reviewers conduct a review for social content, evaluating materials for compliance with the <i>Standards for Evaluating Instructional Materials for Social Content</i> .	Panels reconvene to discuss and come to consensus on whether each program should or should not be recommended for adoption. This recommendation is reflected in the panel's <i>Report of Findings</i> .
<b>Step 1: Training Agenda</b> <ul style="list-style-type: none"> <li>• Day 1 Step 2: Program Materials Arrive Step 3A: Education Content Review: Overview of Criteria Step 4: Deliberations - Overview</li> <li>• Day 2 Step 3A: Education Content Review - Categories 1, 2, 3, 5, 6 Step 4: Deliberations - Categories 1, 2, 5, 6</li> <li>• Day 3 Step 4: Deliberations - Category 3 Step 3A: Education Content Review - Category 4 Step 3B: Social Content Review</li> <li>• Day 4 Publisher Presentations</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Evaluation Criteria</li> <li>• Practice Pieces</li> <li>• Standards and Criteria Maps</li> <li>• Sample Report Template</li> <li>• Training Binder</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Unpack and inventory contents using enclosed submission list.</li> <li>• Call CDE within 10 days if any items on submission list are missing.</li> <li>• Contact publisher Technology Support Contact if you have problems accessing technology-based components.</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Submission list of program components</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Set a schedule, pace your review</li> <li>• Use Standards Maps to determine if the program is aligned with the standards               <ul style="list-style-type: none"> <li>◦ Note where the standards are not covered</li> </ul> </li> <li>• Use Criteria Maps guide to:               <ul style="list-style-type: none"> <li>◦ Note where evaluation criteria have been met or not met</li> <li>◦ Record/verify citations that:                   <ul style="list-style-type: none"> <li>▪ Are exemplary but not exhaustive</li> <li>▪ Come from various grade levels and different but appropriate components</li> </ul> </li> <li>◦ Record edits/corrections</li> <li>◦ Note potential questions for publishers</li> </ul> </li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Evaluation Criteria</li> <li>• From Publisher:               <ul style="list-style-type: none"> <li>◦ Program Description</li> <li>◦ Standards Maps</li> <li>◦ Criteria Maps</li> </ul> </li> <li>• Submitted Instructional Materials</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Review program for compliance with the <i>Standards for Evaluating Instructional Materials for Social Content</i>.</li> <li>• If not in compliance, fill out a Social Content Citation Form for each citation.</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• <i>Standards for Evaluating Instructional Materials for Social Content</i></li> <li>• Social Content Citation Forms</li> <li>• Public Comment Forms</li> </ul>	<b>Steps:</b> <ul style="list-style-type: none"> <li>• Set daily schedule (start, break, end times)</li> <li>• Initial tally of panel for each program</li> <li>• Develop publisher questions</li> <li>• In-depth discussion of program(s)</li> <li>• Publisher response to questions</li> <li>• Take public comment twice a day</li> <li>• Come to consensus</li> <li>• Write <i>Report of Findings</i> (include citations and edits and corrections)</li> </ul> <b>Tools:</b> <ul style="list-style-type: none"> <li>• Evaluation Criteria</li> <li>• Standards and Criteria Maps, Reviewer Notes</li> <li>• <i>Report of Findings</i> Template</li> <li>• Program Sign-Off Sheet</li> </ul>





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## Step 2: Program Materials Arrive

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**Purpose:** Program materials assigned to each panel are delivered and inventoried by reviewers

**Tools:** Submission List

**Outcome:** Unpacked and inventoried program materials

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## Step 2: Program Materials Arrive

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- List of Panel/Program Assignments
- Deadline for receipt of mathematics program materials is July 5, 2013
- Program Distribution Bulletin – shipping information for the publishers

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## Step 2: Program Materials Arrive Inventory

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- Shipping and Item Labels
  - Publishers should clearly identify packages and components (e.g., Box 2 of 6)
  - Item labels: attached to item, not shrink wrap or packaging
- Minimal packing materials
- No charges for delivery
- Delivery and offloading are publishers' responsibility
- Technology hardware: provide for return shipping

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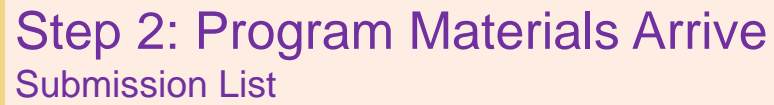
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## Step 2: Program Materials Arrive Inventory

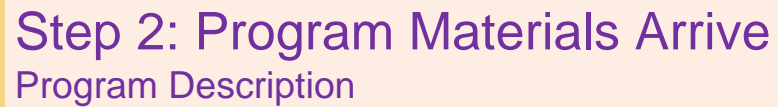
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- Inventory
  - Submission List
  - Brief narrative description
  - Standards Maps (digital and hard copy)
  - Instructional Materials
    - Optional: Computer Hardware

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\* Indicates Required Information

[illegible]

- Narrative overview of the program
- Up to six pages, single-spaced
- Should include requirements for any technology components



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## Step 2: Program Materials Arrive

### Digital Submissions

- Digital submissions are acceptable
  - Publishers may submit materials on CD or DVD-ROM, flash drive, the Internet, or preinstalled on a laptop or other hardware device
  - CDE may request that the publisher provide unusual or uncommon hardware if needed to view materials

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## Step 2: Program Materials Arrive

### Technology Issues

- As part of your inventory, install any necessary software components, following publisher instructions.
- If you experience difficulty using any technology component:
  1. Call publisher's technology contact
  2. Call the CFIR publisher liaison
- Be sure to keep packing materials for any electronics hardware provided by the publisher; such items must be returned at the end of the review.

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## Step 2: Program Materials Arrive

### Mathematics Manipulative Kits:

- Publishers were directed in the *Publishers Invitation to Submit* to deliver one full set of any kit components to reviewers. There should be enough materials for you to conduct all required program activities.
- If the program contains redundant kit materials across grade levels you should only receive one of each item.

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## Step 2: Program Materials Arrive

### Practical Considerations

- Storage space/unpacking tools
- Inventory the materials within ten working days. Did everything arrive?
- Duplicate items

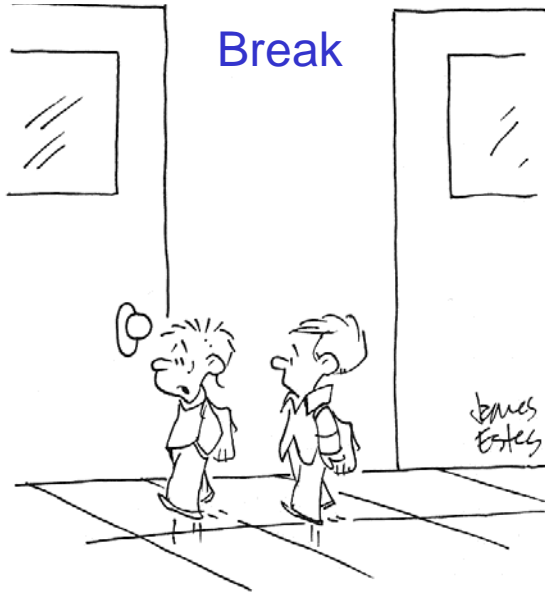
Report any problems to:  
David Almquist  
Publisher Liaison  
(916) 319-0444  
[dalmquis@cde.ca.gov](mailto:dalmquis@cde.ca.gov)



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*"I was just cruising along enjoying my childhood when — bam! — out of the blue, they hit us with the multiplication tables."*



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## Review of Process

### Timeline for IMRs/CREs

- July 5: Receipt of program materials
  - Inventory your samples within ten days of receipt
  - Contact David Almquist if anything is missing
- July – September: Independent Review
- September 10-14: Deliberations



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## Post-Deliberations Actions

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September – October 2013

- Publisher Verification of Panel Reports
- Publisher Appeals Meeting
  - Social Content Citations
  - Edits and Corrections
- CDE Public Hearing

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## Post-Deliberations Actions

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January 2014

- Instructional Quality Commission recommends programs to the State Board of Education

March 2014

- State Board takes action on the adoption

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## Final Actions

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### Spring 2014

- Final edited materials due (60 days after SBE action)
- Letter/News Release from the Superintendent to Local Educational Agencies
- Posting of adopted programs on the CDE online price list

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## Tips for Review

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- Set a schedule, pace your review
- Validate citations on the publisher-provided Standards Map, note down your own issues
- Use the Evaluation Criteria Maps as a central place to note exemplary citations, edits/corrections, and questions for easy reference during deliberations
- Fill out the criteria tally sheets as you review
- Establish a strategy for your review

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## Evaluating Electronic Learning Resources

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- If you experience difficulty using **ANY** technology component:
  1. Call publisher's technology contact
  2. Call David Almquist, the CFIR publisher liaison
- Important - continue your review

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## Selection of Recorders

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- Each panel should select two members to serve as recorders for each program that the panel is reviewing. Recorders:
  - Pay particular attention to that program when reviewing and noting down citations
  - Help lead discussion on that program at deliberations
  - Take the lead on drafting the *Report of Findings* for that program
  - Important: All reviewers are still responsible for reviewing all programs assigned to their panel

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## Publisher Presentations

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### **Purpose:**

- To allow publishers to showcase and demonstrate how their programs work.
- Provide a preview of the program for reviewers.

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## Publisher Presentations

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- On the last day of the training, reviewers attend presentations by submitting publishers.
- Presentations give publishers a chance to briefly introduce their programs and entertain questions from the reviewers.
- Presentation schedule is provided in the training binder or on your flash drive

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## Publisher Presentations

### 2014 Mathematics Adoption: Publisher Presentation Schedule June 21, 2013, Doubletree Hotel, Sacramento

Programs that have more than one grade level will have 45 minutes of publisher presentation and 15 minutes of reviewer questions and answers with publisher representatives. Programs with only one grade level (e.g. Algebra 1 or Mathematics 1) programs will have 30 minutes of publisher presentation and 15 minutes of reviewer questions and answers with publisher representatives. If reviewers do not use all of the Q&A time, the publisher may continue their presentation.

Room	Time	8:30 – 9:30 a.m.	10:00 – 11:00 a.m.	11:30 a.m. – 12:30 p.m.	LUNCH	1:30 – 2:30 p.m.	3:00 – 4:00 p.m.
El Camino Room	Panel 5	Houghton Mifflin Harcourt (HMH) Go Math (K-6)	Panel 2	HMH Math Expressions (K-6)		Panel 4	HMH Math in Focus (K-8)
Sacramento Room	Panel 2	McGraw-Hill My Math (K-5)	Panel 9	McGraw-Hill CA Math (6-8)		Panel 1	McGraw-Hill Connecting Math Concepts (K-4)
Feather River Room	Panel 6	Pearson Digits (6-8)	Panel 5	Pearson enVision (K-4)		Panel 8	Agile Mind (6-8)
Maxi Room	Panel 9	CPM Core Connections (6-8)	Panel 6	Triumph Learning (6-8)		Panel 7	JRL Enterprises (5-8)
			Panel 3	Pearson Common Core System (K-8)		Panel 3	Marshall Cavendish Primary Math (1-3)
			Panel 3	Pearson Common Core System (K-8)		Panel 4	Reasoning Mind (2-6)

Room	Time	8:30 – 9:15 a.m.	9:45 – 10:30 a.m.	11:00 – 11:45 a.m.	LUNCH	1:30 – 2:15 p.m.	2:45 – 3:30 p.m.	4:00 – 4:45 p.m.
Redwood Room	Panel 10	HMH Algebra 1	Panel 10	Agile Mind Algebra 1		Panel 10	Big Ideas Learning Algebra 1	Panel 8
Rubicon Room	Panel 11	CPM Algebra 1	Panel 11	Revolution K12 Algebra 1		Panel 11	Pearson Algebra 1	Panel 7
American River Room	Panel 12	McGraw-Hill Glencoe Algebra 1	Panel 12	Alaks Algebra 1		Panel 12	Perfection Learning Algebra 1	Panel 7
				Panel 12		Panel 12	Perfection Learning Pre-Algebra (8)	Panel 8
				Panel 10		Panel 10	Big Ideas Learning Algebra 1	Panel 8
				Panel 11		Panel 11	Pearson Algebra 1	Panel 7
				Panel 12		Panel 12	Perfection Learning Algebra 1	Panel 7



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## Publisher Presentations

- Presentations start at the listed time: be prompt
- All reviewers must be present at the start of each presentation
- Presentation time:
  - Formal presentation (30 minutes for programs with only one grade level/course, 45 minutes for programs with more than one grade level)
  - Question and Answer session (15 minutes)
- Materials provided by the publisher must be turned in
- You may take your own notes

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## Contact with Publishers

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- Panel members shall not discuss any submission(s) under consideration with publishers.
- You may meet with publishers in the normal course of your work, but cannot discuss the review or the materials under review.
- You are required to report any inappropriate contact from publishers to us.

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## Bring to Deliberations

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- Completed standards and criteria maps with your notes
- Completed tally sheets
- Social content citations and edits and corrections (if any)
- Your electronic files
  - Flash Drive
  - CD-ROM
  - Laptop
- A copy of the instructional materials that your panel is reviewing will be provided in your deliberation room

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## Questions & Answers

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Commissioners and CFIR Staff  
respond to your questions

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## Public Comment

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Would any members of the public  
like to speak?



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## *Thank You!*

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We look forward to a positive adoption process, and appreciate the work you are doing to ensure that California's students have the best possible instructional materials.

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## **Contact Information**

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Administrator, Instructional Resources Unit  
916-319-0736, [crudnick@cde.ca.gov](mailto:crudnick@cde.ca.gov)

Dmitriy Voloshin  
Lead Consultant, 2014 Mathematics Primary Adoption  
916-319-0449, [dvoloshin@cde.ca.gov](mailto:dvoloshin@cde.ca.gov)

David Almquist  
Education Programs Consultant, Publisher Liaison  
916-319-0444, [dalmquis@cde.ca.gov](mailto:dalmquis@cde.ca.gov)

You may always e-mail general questions to:

**[MathAdoption@cde.ca.gov](mailto:MathAdoption@cde.ca.gov)**

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## Training Adjourned

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